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the critical caution to which we have grown accustomed. Nevertheless, more might surely have been made of the appetition; and the average reader would probably be glad to exchange many pages of tentative articulation for a frank and clear statement of opinion.

This whole division makes, in fact, a mixed impression. The careful advance of the close-packed paragraphs is, in its way, admirable. Yet our intellectual palate is not satisfied; we want something more,—that solid and conclusive something, perhaps, which Dr. Witasek denies us, on grounds of general scientific validity, in the brief *Schlusswort*. But it may be that we should have been content with a couple of special chapters on the processes and the dispositions. The discussion of these topics is scattered here and there throughout the four chapters, and not even the unusually good index makes any attempt to round them up; under *psychische Prozesse*, e. g., there is no reference either to *Aufmerksamkeit* or to *Produktion der Vorstellungen*, under *Disposition* there is no reference to *Reproduktionsdisposition*. The result is that we have no unitary attempt at the solution of problems which the author emphasized as of high importance in ch. iv.

P. E. WINTER.

Vorlesungen zur Einführung in die experimentelle Pädagogik und ihre psychologische Grundlagen, von ERNST MEUMANN, 2 vols., Leipzig, Engelmann, 1907. pp. 555, 467.

The psycho-pedagogical movement, which dates back about two decades, and which is known in America as "child-study," has been crystallizing in Germany, within the last few years, into the systematic form characteristic of German scholarship, under the double name of Child-psychology, and Experimental Pedagogy. Experimental Pedagogy is child study on a higher plane of scientific development, or perhaps one should say, narrowed down into a more or less exact science, showing its distinctive feature in the application of the methods of experimental psychology to the problems of education and instruction. The investigations in the field had been casual and fragmentary, until the "Experimental Didactics" of Lay appeared in 1903, the first attempt to bring the results of various experimental studies together into a coherent form, and to build upon them a system of scientific pedagogy. Now we have a second work in a similar line, though of somewhat different character, in the "Introduction to Experimental Pedagogy and its Psychological Foundations," by Prof. Meumann.

The book consists of a series of lectures given originally before the Teachers' Union at Königsberg, revised and supplemented for the present publication. The author does not pretend to present a completed system of pedagogy nor even a comprehensive and exhaustive survey of all that has been done in the field of Experimental Pedagogy, but intends, rather, to show, in a popular and brief form, the methods employed in the experimental investigation of pedagogical and didactic problems with illustrations of some of the results already attained. In the course of his lectures, however, he steps out, quite naturally, from these limitations and often seems inclined to speak the final word upon practical questions.

His intellectualistic and formalistic standpoint sound the keynote of the whole book, as the voluntaristic and motoristic philosophy gave that of Lay's "Experimental Didactics." Meumann's work is, however, far less overtly philosophical and his own pedagogic views are much less explicitly asserted than those of Lay.

In the first chapter are discussed the character, problems, peculiar position, and methods of experimental pedagogy, which is defined as experimental investigation in the field of education, and aims at the

final, or, rather, progressive, establishment of a "scientific pedagogy" by means of "systematic observation and experiments." The lengthy defence of systematic observation and experimental methods here made seems to us superfluous; but was very likely appropriate to the audience to which these lectures were originally delivered, and is, at any rate, not unusual in German scholarship. The second chapter is devoted to a general view of the topics which the writer is to treat in the rest of his book. The third chapter treats the physical and mental development of the child, in its general course, characteristics and periodical fluctuations, with the pedagogical bearings of these. In the next four chapters the author goes into the discussion of the development of particular mental faculties, making a comparison between those of the child and the adult. Attention, sense-perception, the perception of space and time, the ideational content of children's minds at their entrance into the school, the development of memory power, representation processes, the development of speech, the growth of the emotional and volitional life—all these receive more or less full treatment. The eighth, ninth and tenth chapters are given to the question of individual differences and types, and close the first volume of the work.

The eleventh chapter, beginning Vol. II, is concerned with scientific methods of mental work and acquisition, its economy, technique and hygiene. The next chapter, as a continuation of the preceding one, is devoted entirely to the study of fatigue. With the thirteenth chapter the author enters upon the problems of special didactics, devoting one chapter to each of the following branches of elementary instruction: Object lessons, reading, writing, number work and drawing. Here he merely shows what can be done in these lines by means of experimental investigation. In the eighteenth, the concluding chapter, he turns to the future of experimental didactics, showing the possibility of the extension of experimental investigation to the higher branches of school study.

The book is written in a clear style, and furnishes easy and agreeable reading, although too minute analysis and not infrequent repetitions are something of a blemish. Its strength lies in the fact that Meumann, as one of the most eminent and vigorous investigators in the field, supplements the results of previous studies with those of researches made by himself or under his immediate direction. Psychologists, as well as experimental pedagogists, might have wished a more detailed account of some of these individual studies, the results of which he publishes here for the first time. Beginners in experimental pedagogy, for whom the book is intended, will, however, find in it an excellent guide to the nature, and the present attainment of this new branch of pedagogy. In fact this is the only book of its kind as yet published. The student of psychology will find those chapters of most interest, in which Meumann treats of memory, attention, association and individual types.

T. MISAWA

The Psychology of Feeling and Attention, by EDWARD BRADFORD TRITCHENER. The Macmillan Co., New York, 1908. 404 p.

This book consists of eight lectures delivered at Columbia in February, 1908, together with many appended notes. The topics are: 1. Sensation and its attributes; 2. Sensation and affection, the criteria of affection; 3. The affections as *Gefühlsempfindungen*; 4. The tri-dimensional theory of feeling; 5. Attention as sensory clearness; 6 and 7. The laws of attention; 8. Affection and attention. There are some seventy-five pages of notes on various lectures. It is entirely impossible to do justice to a work of this kind in a brief review. It bristles with technicalities and abounds with quotations in French